Dear Colleagues…

I’m am sorry I could not be at the meeting today. I wanted to contribute some notes about the pedagogical standards and explain a little about my interest in them. When I taught at the college level my assignments were aligned with the teaching standards so the outcomes of these assignments demonstrated proficiency of specific skills and knowledge. In addition, I believe the teaching standards should reflect more about strategies for teaching in urban settings. These strategies include visual tracking systems, pacing, and direct approaches to instruction. Finally, my contribution today reflects what I am noticing as I look for teaching jobs about what Districts want their art teachers to know and be able to do. I have drafted some ideas for your consideration.

Thank you! See you next week.

Janet Youkeles

Ed 612.01 Visual Arts. The teacher preparation program for visual arts in grades K-12 shall provide the teaching candidate with skills, competencies, and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in following areas:

**(e) In the area of pedagogy:**

Uses a variety of data-driven balanced strategies of instruction along the continuum from direct teacher-led instruction to inquiry drive instruction for fostering critical and higher-order thinking skills.

Uses visual tracking systems to collect data and record achievement of lesson objectives as well as artroom and school-wide behavioral expectations.

Ability to incentivize learning using pacing strategies to engage 100% of students and to communicate high expectations and manage classroom routines and transition without loss of significant time on learning.

Reflects critically on teaching experience, uses student outcomes to inform and improve practice, and integrates feedback into practice.

Ability to apply recommendations from Individualized Education Programs (IEPs) to differentiate instruction for students of all abilities and experience in using SIOP (Sheltered Instruction Observation Protocol) strategies for ELL students.

Collaborates with colleagues, leadership team, and parents to improve instruction, assessment, and student achievement and create family engagement opportunities.

**(f) In the area of lesson and curriculum planning, lesson delivery, and assessment:**

Organizes learning in the artroom by delivering lessons with clear objectives, circulating during work time, and sharing or reflecting at the end of class.

Draws on content standards to plan sequential units of study, individual lessons, and learning activities that build on student prior knowledge and link to content across the curriculum.

Designs lessons using a variety of developmentally appropriate media, materials and processes as well as related techniques and tools for art production from exploration through to mastery;

Uses writing as well as appropriate reading materials, images, artifacts, and technology to introduce content knowledge, process, and skill and provide means for student to respond to art.

Ability to model and instruct students regarding the proper care, safety and use associated with materials, tools, and procedures.

Ability to integrate a wide variety of formative, interim, and summative quantitative and qualitative analysis tools seamlessly into teaching to evaluate student artistic development, learning, and outcomes.